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ABSTRACT

A career education needs assessment conducted by the Dallas (Texas) Independent School District focused on fourteen schools (K-12) located in the East Oak Cliff Subdistrict, a predominantly (98%) black urban community. Work already completed by the Partners in Career Education (PCE) project, in which the District was a participant, was used for the foundation of the needs assessment. The 177 basic learner outcomes identified by PCE were divided into nine learner outcome categories across grade levels K-12. Instruments developed by PCE (including a community survey, building level educators survey, and 9-12 survey) were used in the needs assessment with some modifications. In addition, two instruments were developed and used by the project evaluation staff (a middle school survey and elementary school survey). The community and educator respondents were highly supportive of the basic tenents of career education. Secondary school students seemed to relate well to the career education knowledge instrument, although there were needs exhibited in each of the learner outcome categories. The greatest need was in the area of economic factors influencing careers, skills in human relations, and career information. Middle school students demonstrated many of the same characteristics as secondary students. Based on the elementary school survey, the highest priority learner outcomes were those that could be regarded as desirable for a good student and worker. To determine academic needs, achievement tests were given in grades 2, 4, 6, 8, 9, and 12. (Survey instruments are appended). (EM)

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Dallas Independent School District
Department of Research, Evaluation
and Information Systems

K-12 URBAN CAREER EDUCATION INFUSION PROJECT
NEEDS ASSESSMENT

Report No. SE77-049-6-7

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The K-12 Urban Career Education Infusion Project of Dallas Independent School District is focused in 14 schools located in the East Oak Cliff Subdistrict. This Subdistrict, one of six created by the 1976 court-ordered desegregation plan, is the only one not integrated. It's student population is predominantly (98^{+} percent) black.

The K-12 Urban Career Education Infusion Project (Project) is a two phase contractual commitment the Dallas Independent School District (District) has entered into with the United States Office of Education. The first phase of the Project, which is to be conducted from August 15, 1976 through August 14, 1977, was devoted to planning the effort to be implemented during the second phase of the Project.

The primary purpose of the Project is to attempt to demonstrate that through infusing career education into the existing curriculum, trained teachers can influence the academic achievement of students. The Project proposes to address problems attendant with low student motivation; thought to be brought about by the curricula's lack of relevance. By systematically introducing students, from kindergarten through grade 12, to the world of work; the curricula should be more relevant.

The Project objectives call for the planning of career education oriented activities that can be infused into the existing curriculum with a minimum of disruption. Thus, making existing courses in grades K through 12 more relevant to the "world of work." Specific activities of this first year of the Project include: conduct a comprehensive needs assessment, implement inservice training for 25 percent of the school staff, adapt, adopt and develop curriculum modules to be infused into the existing curricula,

increase community awareness and involvement in the schools, and develop a comprehensive evaluation design for the second phase of the Project.

The purpose of this paper is to describe how the needs assessment was conducted and discuss the results.

Methodology

Foundation

In early discussions with the Project staff, it was decided that the work already completed by the Partners in Career Education project, in which the district was a participant, would be the foundation for the needs assessment.

The Partners in Career Education (PCE) project had identified 177 Basic Learner Outcomes and had categorized them by subject area across grade levels K through 12. These Basic Learner Outcomes were divided into nine Learner Outcome Categories. (See Figure 1)

Career Planning and Decision Making
Career and Occupational Information
Job Acquisition and Retention
Attitudes and Appreciation for Career Success
Skills in Human Relationships for Careers
Self-Investigation and Evaluation for Career Success
Personal/Work/Societal Responsibilities
Economic Factors Influencing Career Opportunity
Education/Career Opportunity Relationships

Fig. 1. Nine Learner Outcome Categories from the Partners in Career Education Project.

Instruments

The PCE staff have developed survey instruments to be used to assess commitment to selected Basic Learner Outcomes in each Learner Outcome Category. These instruments (Community Survey, Building Level Educators Survey, 9-12 Student Survey) were used in numerous places in the state of Texas and then revised to reflect the best items according to the data. These instruments,

with some modification to the Building Level Educators Survey, were used in this needs assessment. In addition to these instruments, two instruments had to be developed by this Project evaluation staff. These instruments also assessed selected Basic Learner Outcomes in each category. One instrument was developed for use with 7th-8th grade students and the other with K-6 teachers. Each of the instruments used will be discussed in more detail in the following sections.

Community Survey

The Community Survey instrument (See Appendix A) consisted of 27 items that described skills, knowledge or attitudes which might be appropriate for public school students to acquire. Community members were asked to respond to each item as to whether they thought that upon graduation, all students, only those students not continuing their education, or no students should have the skill, knowledge or attitude described. The responses to this instrument were to indicate the relative strength with which the community members supported some of the basic tenents of career education.

The Project staff presented the instrument to community groups along with an explanation of the project. The instrument was available in both an English and a Spanish version. Groups that participated in the survey included an advisory committee from each school, service organizations such as Chamber of Commerce and Kiwanis, and church organizations. In addition to responding to Community Survey instrument, a 30 member community advisory committee ranked the nine Learner Outcome Categories in terms of priority.

Building Level Educator Survey

The instrument for this portion of the needs assessment (See Appendix B) was composed of four basic sections. The first 27 items were the same as those on the Community Survey. The next eight items attempted to assess the

extent to which students were already able to receive an educational program that encompassed career education. The next two sections of the instrument dealt with how to best infuse career education and what kind of assistance the teachers felt they needed in implementing career education.

The Building Level Educators Survey was given to the entire staff of each of the 14 schools participating in the Project.

Senior High Student Survey

The instrument, Assessment of Texas Career Education Learner Outcomes, is presented as Appendix C. This instrument, developed by the Partners in Career Education staff, was made up of 45 items consisting of five items relating to five different Basic Learner Outcomes from each of the nine Learner Outcome Categories.

The Senior High Student Survey was given to a 10 percent sample of students selected from each grade (9-12) of the two senior high schools participating in the Project.

Middle School Student Survey

Because of the problem of too difficult a reading level, it was decided not to use the same instrument with 7-8 grade students as was used with 9-12 grade students. Instead, an instrument was developed by the Project evaluation staff. This instrument (See Appendix D) was designed to assess selected Basic Learner Outcomes from each of the nine Learner Outcome Categories. The final version of the instrument contained 30 items. Each of the items was carefully worded and tested to make sure that the intended students would be able to relate to it. The instrument was pilot tested with a comparable group of students before its final use.

As with the 9-12 student survey, a 10 percent random sample of students was selected to participate in the Middle School Student Survey.

Elementary School Survey

The biggest challenge was presented by how to obtain information about the career education competencies possessed by children in grades K-6. When working with Middle School students, it became obvious that it would be impossible to develop a test to assess the career education competencies possessed by primary grade children through a test requiring reading by the student. The insurmountable problem became how to word the Basic Learner Outcomes in a test item format and a vocabulary commensurate with their reading level. It was decided to develop an instrument to be given to K-6 teachers. This instrument would relate to the Basic Learner Outcomes and would ask the teachers to rate the"importance" of each outcome and the number of their students that possessed the skill knowledge, or attitude stated in the outcome. One hundred nineteen Basic Learner Outcomes were identified as likely candidates and test items were constructed. To reduce the length of the instrument, 27 items (three items per Learner Outcome Category) were placed on each of three instruments. The remaining 92 items were randomly distributed across each of the three instruments. This resulted in three forms of the same instrument. Two instruments had 58 items and one had 57 items. One of the three forms of the instruments was randomly given to each teacher in the eight elementary schools participating in the Project. All three forms of the Elementary School Survey are presented as Appendix E.

Results

Community Survey

A total of 353 members of the community responded to the Community Survey. The general characteristics of the respondent group are presented in Tables 1-5 below.

TABLE 1

SEX OF RESPONDENTS

	Number	Percent
Female	250	71.2
Male	100	28.5

TABLE 2

ETHNICITY OF RESPONDENTS

	Number	Percent
Black	268	76.1
Mexican-American	49	13.9
White	25	7.1
Other	7	2.0

TABLE 3

AGE RANGE OF RESPONDENTS

	Number	Percent
25 years or under	51	14.5
26 to 40 years	143	40.6
41 to 65 years	131	37.2
65 years or over	23	6.5

TABLE 4

LENGTH OF RESIDENCY IN DALLAS

	Number	Percent
Less than 1 year	15	4.3
1 to 3 years	45	12.8
4 to 6 years	59	16.8
6 years or over	212	60.4

TABLE 5

CHILDREN IN THE SCHOOL DISTRICT

	Number	Percent
Yes	243	69.2
No	107	30.5

Since there are no composite statistics available about the population of the East Oak Cliff Subdistrict, it is impossible to judge the extent to which the community sample represents the population in question. However, except for an apparent oversampling of females, the sample seems reasonable.

The complete responses from the Community Survey are presented as Appendix F. It is apparent from these data that the respondents agreed that skills, knowledge and attitudes embodied in the 27 items were appropriate for students to acquire before graduation from the District. No more than four percent of the community respondents ever expressed the opinion that the skills, knowledge or attitudes expressed in any item were not appropriate.

This overwhelming positive response seems to indicate, within sampling problems, a strong support from the community towards the basic tenents of career education.

For further input from community members, Project staff had 30 members of the Project Advisory Council rank order the nine Learner Outcome Categories. The results of their rankings are presented in Table 6.

TABLE 6

PROJECT ADVISORY COUNCIL'S RANKINGS
OF THE IMPORTANCE OF THE LEARNER OUTCOME CATEGORIES

Number	Category	Sum of Weighted Rankings	Overall Ranking
1	Career Planning and Decision Making	111	1
2	Career Occupational Information	138	5
3	Job Acquisition and Retention	127	4
4	Appreciations	126	3
5	Skills in Human Relationships	159	6
6	Self-Investigation and Evaluation	123	2
7	Personal/Work/Societal Responsibilities	192	9
8	Economic Factors Influencing Career Opportunity	174	7
9	Education/Career Opportunity Relationships	183	8

The sum of the weighted rankings (column 3 of Table 6) were calculated by simply multiplying the number of individuals by the ranking given to each category and then adding. Thus, if everyone had agreed that a certain category should be number one, then you would have had 30 x 1 = 30 for the sum of the weighted rankings for that Learner Outcome Category.

From the data in Table 6, it appears that there was little agreement among the Advisory Council members as to the relative importance of the categories. Computation of Kendall's Coefficient of Concordance verifies this observation.

Kendall's Coefficient of Concordance, W, is defined by

$$W = \frac{12S}{k^2(n^3 - n)}$$ where,

S is the sum of the deviations squared of the totals of the n ranks from their mean and there are k rankings.

From the data in Table 6,

$$S = [(111-150)^2 + (138-150)^2 \ldots (183-150)^2 = 7009$$

Since k = 30 and n = 9,

$$W = \frac{12 \times 7009}{(30)^2 (9^3-9)} = \frac{84108}{900(729-9)} = \frac{84108}{648000} = .130$$

Evaluating the significance of W with the formula:

$$F = \frac{(k-1)W}{1-W}$$ we obtain 4.33 which is of statistical significance,

but, since the coefficient of concordance, W, has a range of values from 0 (total disagreement) to 1.0 (total agreement) it can be seen that the computed value for W (.130) is on the very lower end of the range. Because of this, any conclusions from the ranking of the Learner Outcome Categories by the advisory council must be guarded.

Building Level Educator Survey

All educators in the 14 Project schools were given the instrument (See Appendix B) for this survey. Of the 916 educators, 617 returned useable forms for a return rate of 67 percent. The general characteristics of the respondent group are presented in Tables 7-12 below.

TABLE 7

POSITION OF RESPONDENTS

Position	Number	Percent of Sample	Percent of Population
Elementary School (N=264)			
Classroom Teacher	227	86.0	62
Principal	2	0.8	25
Dean of Instruction	3	1.1	38
Resource Teacher	9	3.4	43
Counselor	0	.0	0
Other	13	4.9	NA
Missing	10	3.8	NA
Middle School (N=104)			
Classroom Teacher	85	81.7	40
Principal	1	1.0	25
Dean of Instruction	1	1.0	50
Resource Teacher	4	3.8	NA
Counselor	2	1.9	18
Other	6	5.8	NA
Missing	5	4.8	NA
Senior High School (N=249)			
Classroom Teacher	194	77.9	57
Principal	1	.3	50
Dean of Instruction	1	.3	50
Resource Teacher	5	2.0	100
Counselor	10	4.0	91
Other	21	8.4	NA
Missing	17	6.8	NA

In analyzing the respondents by population, it is apparent that teachers are the largest single group of respondents. Eighty-two percent of the

respondents were teachers. The highest rate of return occurred with senior high resource teachers, where 100 percent of them responded. Overall, the rate of return is somewhat less than desireable but the usual rate for a survey in these schools.

TABLE 3

SUBJECT AREA OF TEACHER RESPONDENTS

Subject Area	Number	Percent
Elementary School (N=227)		
Language Arts/English	148	65
Social Studies	1	0.4
Math	17	7.5
Science	8	3.5
Vocational	0	0
Fine Arts	21	9.3
Physical Education	12	5.3
Other	9	4.0
Missing	11	4.8
Middle School (N=85)		
Language Arts/English	23	27.1
Social Studies	12	14.1
Math	17	20.0
Science	12	14.1
Vocational	4	4.7
Fine Arts	13	15.3
Physical Education	2	2.4
Other	2	2.4
Missing	0	0
Senior High School (N=194)		
Language Arts/English	43	22.2
Social Studies	28	14.4
Math	27	13.9
Science	27	13.9
Vocational	38	19.6
Fine Arts	12	6.2
Physical Education	9	4.6
Other	10	5.2
Missing	0	0

No composite data were obtained from the schools as to how many teachers there are in each subject area. However, all subject areas that exist were represented in the respondent group and tend to agree with the evaluator's knowledge of the representation in the schools.

TABLE 9

YEARS OF EXPERIENCE

Years	Number	Percent
Elementary School (N=264)		
Less than 3	46	17.4
3-10	119	45.0
11-20	66	25.0
More than 20	22	8.3
Missing	11	4.6
Middle School (N=104)		
Less than 3	16	15.3
3-10	43	41.3
11-20	29	27.9
More than 20	11	10.6
Missing	5	4.8
Senior High School (N=249)		
Less than 3	57	22.9
3-10	83	33.3
11-20	64	25.7
More than 20	27	10.8
Missing	18	7.2

The respondent group is representative of the various years of experience categories. No composite data were obtained from the schools about the years of experience of the educators in the buildings.

TABLE 10

YEARS EXPERIENCE IN PRESENT SCHOOL

Elementary School (N-264)

Years	Number	Percent
Less than 3	104	39.4
3-10	116	43.9
11-20	27	10.2
More than 20	2	0.8
Missing	15	5.7

Middle School (N=104)

Less than 3	41	39.4
3-10	48	46.2
11-20	9	8.7
More than 20	0	.0
Missing	6	5.8

Senior High School (N=249)

Less than 3	126	50.6
3-10	92	36.9
11-20	12	4.8
More than 20	3	1.2
Missing	16	6.4

As before, it is not known how this variable is distributed in the population group. However, it can be seen that the variable is spread across the various categories. Again, the data closely resemble what the evaluator knows about the schools.

TABLE 11

SEX OF RESPONDENTS

Sex	Number	Percent
Elementary School (N=264)		
Male	29	11.1
Female	215	81.4
Missing	20	7.6
Middle School (N=104)		
Male	35	33.7
Female	63	60.6
Missing	6	5.8
Senior High School (N=249)		
Male	98	39.4
Female	134	53.8
Missing	17	6.8

TABLE 12

ETHNICITY OF RESPONDENTS

Ethnicity	Number	Percent
Elementary School (N=264)		
Anglo/White	152	57.6
Black	81	30.7
Mexican-American	1	0.4
Other	4	1.5
Missing	26	9.8
Middle School (N=104)		
Anglo/White	41	39.4
Black	56	53.8
Mexican-American	1	1.0
Other	0	0
Missing	6	5.8
Senior High School (N=249)		
Anglo/White	104	41.8
Black	122	49.0
Mexican-American	3	1.2
Other	2	.8
Missing	18	7.2

Tables 11-12 present the sex and ethnicity of the respondents. Again, it is not known to what extent the respondents reflect the population in the schools on these characteristics.

Tables 7-12 were presented so that the reader could get a better grasp of the general characteristics of the respondent group. Although all data were cross-tabulated in every way, because of the extremely high degree of agreement among the respondents, only the composite results are reported here. (See Appendix G)

The first 27 items of the instrument used for the Building Level Educator Survey (See Appendix B) were the same items as those on the Community Survey. Again, there was an overwhelming show of support by the educators for these basic tenents of career education. (See Appendix G)

The next eight items of the instrument asked the educators to rate educational opportunities and programs in their school. Although these data were analyzed and reported by school, the composite ratings are presented in Table 13.

TABLE 13

EDUCATOR RESPONSE (Percentages)
TO EDUCATIONAL PROGRAMS[1]

Item	Strongly Disagree	Disagree	Agree	Strongly Agree
28. Students leaving school have an adequate foundation in the basic academic skills.....	15.6	35.5	33.4	12.5
29. Most of the courses at this school adequately deal with the relationship between the classroom and the world of work.....	10.4	42.3	39.4	3.9
30. Students in this school are adequately exposed to the opportunities available to both non-college and college trained individuals.....	12.6	37.8	38.4	6.6
31. Through programs in this school, students develop awareness of many occupations and the skills these occupations require.....	9.6	37.1	44.2	4.2
32. Students in this school are adequately equipped with decision-making skills.....	14.3	49.9	29.5	1.9
33. Students in this school have opportunities to learn through programs that integrate classroom instruction with community visits and resources.....	7.3	25.8	58.3	5.0

TABLE 13 (cont'd)

EDUCATOR RESPONSE (Percentage)
TO EDUCATIONAL PROGRAMS[1]

Items	Strongly Disagree	Disagree	Agree	Strongly Agree
34. Communication between the staff at this school and the communities, represented by all of the students, is adequate for the school to be aware of the needs of the students..	9.7	35.8	42.5	7.0
35. Programs at this school adequately meet the needs of all the students including: minorities, the economically disadvantaged and the more affluent.....	12.2	38.2	40.2	5.0

[1]Missing responses were not tabulated.

From the data in Table 13, it can be shown that a simple majority of respondents disagreed with items 28, 29, 30, 32 and 35, while agreeing with item 33. This apparently indicates a feeling that the current programs are not meeting the educational needs of the students but that there is opportunity for students to relate to community resources. Although there is no clear majority opinion on items 31 and 34, the trend is for teachers to disagree with the idea that current programs develop occupational awareness and to agree that there is enough communication between staff and community to allow the school to understand student needs.

In the next section of the instrument, item 36 asked the educators to rank the best way for teachers to infuse career education activities.

The overall ranking, with 1 being first choice, is presented in Table 14.

The final section of the instrument, item 38 asked the educators to rank the areas in which they needed help in implementing career education in their school.

TABLE 14

EDUCATOR RANKING OF CAREER EDUCATION
INFUSION STRATEGIES

1. Provide teachers with curriculum guides that include the career objectives, learner activities teaching strategies, resources and evaluation procedures.
2. Give the teachers the career objectives and then instruct them (through in-service) in the development of learner activities, methods, resources and evaluation procedures.
3. Give the teachers the career objectives and let them develop the activities, methods, resources and evaluation on their own.
4. Provide teachers with a textbook that includes the career objectives.

The overall ranking, with 1 being top priority is presented in Table 15.

TABLE 15

EDUCATOR RANKING OF NEEDS
IN IMPLEMENTING CAREER EDUCATION

1. Integration of career education concepts into curriculum.
2. Help in developing resource guides that include resources available to teach career education and people within the community who would help with career education.
3. In-service time to develop career education materials including behavioral objectives, learning activities and methods.
4. Information on jobs/careers.
5. Designing a special course on career education.

Senior High Student Survey

In each of the two participating high schools, a 10 percent random sample, stratified by grade level, of students was selected for the Senior High Student Survey. The evaluation staff sent the names of students selected to each school with the request to test the students on an instrument (See Appendix C) which would take no more than 45 minutes. The testing would be done at the school's convenience. After several attempts, the evaluation staff was able to obtain 269 useable tests from the sample of 648. This return rate of 42 percent was disappointing and can be attributed to several things. The list of students enrolled in the high schools was not accurate although it was the best available. Many students at these high schools have a high rate of absenteeism. Finally, many of these students are very good at avoiding anything that looks like a test, especially a standardized test. Table 16 shows how these students were distributed by grade.

Table 16

GRADE LEVEL DISTRIBUTION
SECONDARY STUDENT RESPONDENTS

Grade	Number	Percent of Sample	Percent of Population
9	114	42.4	32.5
10	69	25.7	33.1
11	34	12.6	20.5
12	52	19.3	14.0

It can be seen from the data in Table 16 that the ninth and twelfth grade students were over-represented in the respondent group while the tenth and eleventh grade students were under-represented.

The data presented in Table 17 suggest that the students, on the average, were able to relate to the instrument. The instrument also had very good reliability with an alpha coefficient of 0.91.

TABLE 17

GENERAL TEST STATISTICS (9-12)

Mean	Standard Deviation	Reliability (Alpha)
23.6[a]	9.9	0.91

[a]Average number of items correct of a total 45 items.

Table 18 presents the results by grade level of the Secondary Student Survey. The results are presented as the mean number of items correct out of five items per category.

TABLE 18

SECONDARY STUDENT SURVEY
MEAN OF CORRECT RESPONSES PER CATEGORY[1]

	Category									
Grade	1	2	3	4	5	6	7	8	9	Total
9	2.4	1.8	2.7	2.7	1.8	2.2	2.2	1.8	2.1	19.6/45
10	2.9	2.6	3.3	3.5	2.5	3.0	3.4	2.3	3.1	26.6/45
11	2.9	1.9	3.4	3.3	2.2	3.0	2.9	2.2	2.7	24.3/45
12	3.1	2.3	3.6	3.8	2.9	3.0	3.7	2.4	3.2	27.9/45
Total	2.7	2.1	3.1	3.2	2.2	2.7	2.9	2.1	2.6	

[1]Five items per category.

There are at least two things which seem important in the data of Table 18. First, there seems to be a definite trend toward more knowledge about each category as you move from ninth grade to twelfth grade. Second, the only categories in which the average correct response was less than half were Learner Outcome Categories 8, 2 and 5. These data seem to indicate that students know the least in terms of the nine Learner Outcome Categories about:

Category 8 - Economic Factors Influencing Career Opportunity
Category 2 - Career and Occupational Information
Category 5 - Skills in Human Relationships for Careers

Middle School Student Survey

The Middle School Student Survey was conducted in the same manner as the Senior High School Student Survey. A 10 percent random sample, stratified by grade, was selected from each of the four participating middle schools. The project evaluation staff visited each school to administer the instrument. (See Appendix D) Of the 472 students in the sample, 277 useable survey forms were obtained. This return rate of 59 percent was better representation of the population than that obtained from the senior highs. The grade distribution of the respondents is presented in Table 19.

TABLE 19

GRADE LEVEL DISTRIBUTION
MIDDLE SCHOOL STUDENT RESPONDENTS

Grade	Number	Percent of Sample	Percent of Population
7	153	55.2	50.6
8	124	44.8	49.4

From the data in Table 19, it seems that the sample is a reasonable representation, by grade level, of the population of interest.

From the data presented in Table 20, it seems that the students were able to relate to the test (Mean correct response 17.4) and that the instrument was reliable. (Alpha coefficient 0.85)

TABLE 20

GENERAL TEST STATISTICS (7-8)

Mean	Standard Deviation	Reliability (Alpha)
17.4[a]	5.7	0.85

[a]Average number of items correct of a total 29 items.

Table 21 presents the results by grade level of the Middle School Student Survey. The data are presented as the percent of items correct per Learner Outcome Category.

TABLE 21

MIDDLE SCHOOL STUDENT SURVEY
PERCENT OF CORRECT RESPONSES PER CATEGORY

	Category								
Grade	1	2	3	4	5	6	7	8	9
7	31.5	64.3	80.5	49.7	46.7	57.0	67.8	40.0	70.7
8	37.5	75.5	83.8	55.7	45.0	55.3	71.3	46.3	74.3
Total	34	75	82	52	45.7	56.0	69.3	42.7	72.3

There are several things of interest about the data presented in Table 21. First, the trend is for more knowledge represented by eighth graders. Second, the only categories in which the percent correct is below 50 percent are for Learner Outcome Categories 1, 8, and 5. Learner Outcome Categories 8 and 5 were also present as low knowledge areas in the Senior High Student Survey. These data seem to indicate that students know the least in terms of the Learner Outcome Categories about:

Category 1 - Career Planning and Decision Making
Category 8 - Economic Factors Influencing Career Opportunity
Category 5 - Skills in Human Relationships for Careers

Elementary School Survey

Because of the average low reading ability of the students in the participating elementary schools, it was decided to develop an instrument that could ask K-6 teachers to respond to Basic Learner Outcomes as to importance and how many of their students had the skill, knowledge or attitude stated. It was further decided to use those basic Learner Outcomes that were stated by the Partners in Career Education staff as being appropriate for fourth graders. This decision identified 119 Basic Learner Outcomes which could be used. The instrument (See Appendix E) was designed with three forms (Form A, B and C). Each form had three items per Outcome Category that were randomly chosen. This meant that the first 27 items across each form of the instrument were the same. The remainder of each form of the instrument was made up of the remaining items randomly assigned to one of the forms. Thus, the three forms of the instrument consisted of 27 items that were common, followed by 31 (Form A and B) or 30 (Form C) randomly distributed items that were unique to each instrument.

The three forms of the instrument were randomly distributed to each of the teachers in the eight participating elementary schools. Of the 365 instruments distributed, 241 useable ones were obtained. This made a return rate of 66 percent.

Table 22 presents a breakdown by grade level of the teacher respondents.

It can be seen from the data in Table 22 that the respondents were reasonably distributed across grade level. Since no analyses were done by grade level, no "goodness of fit" statistics were deemed necessary.

To determine if there was a difference between the respondents Form A, B, or C; an analysis of variance was calculated between groups. A mean score for each individual was computed for the 27 common items in each form

TABLE 22

GRADE LEVEL DISTRIBUTION
ELEMENTARY TEACHER RESPONDENTS (N=241)

Grade	Number	Percent Return
K	28	11.6
1	41	17.0
2	25	10.4
3	36	14.9
4	40	16.6
5	31	12.9
6	30	12.4
Missing	10	4.1

of the instrument. The data for the analysis of variance for the "importance" index are presented in Table 23.

TABLE 23

IMPORTANCE INDEX
ANALYSIS OF VARIANCE (N=240)

	Degrees of Freedom	Sum of Squares	F
Between Groups	2	4.03	1.76 (N.S.D.)
Within Groups	237	271.25	

From the data in Table 23, it can be seen that there is no statistically significant difference between the total responses on the three forms of the instrument.

The top 10 items, based upon need index, are presented in Table 24.

It is interesting to note that the items rated as most important deal with individual traits which could be generally regarded as desireable for a good student and worker. It is acknowledged that this ranking does not take into account whether or not the students possess the skill, knowledge or attitudes expressed in the items. The final prioritization of the Basic

TABLE 24

ELEMENTARY SCHOOL SURVEY
TEN MOST IMPORTANT ITEMS

Ranking	Item
1.	Realizes that listening is essential to learning
2.	Recognizes that a person must work to receive wages
3.	Respects authority
4.	Understands when to talk and when to listen
5.	Understands the importance of completing a task
6.	Is able to state certain consequences of not obeying the law
7.	Is able to work alone, and/or with others
8.	Has good grooming habits
9.	Understands the effects of not working
10.	Is concerned with doing person's best on a job

Learner Outcomes will be a product of both importance and the proportion of students without the identified skill, knowledge or attitude.

Additional analyses by grade are planned for this type of data. This instrument was given during the staff development session on April 30 and the results will be used to better focus the Project for Phase II. This will be discussed in more detail under the Summary and Conclusion section that follows.

Achievement Profiles

During September of this school year, students in grades 2,4,6,8,9, and 12 in all schools were tested on an achievement test. In grades 2,4,6 and 8, the test was the Iowa Tests of Basic Skills (ITBS). In grades 9 and 12, the test data were analyzed by skill in each test and reported by school back to the Project staff. Because of the tendency for low performance on these tests, functional level testing was used in grades 4,6 and 8. This meant that a sixth grade student performing at the fifth grade level was given a fifth grade test.

Table 25 presents the math, reading and language arts test scores for each of the elementary and middle schools in the Project.

TABLE 25

IOWA TESTS OF BASIC SKILLS
MEDIAN PERCENTILE SCORES (Large City Norms)

	Grade											
	2			4			6			8		
School	L*	M	R	L	M	R	L	M	R	L	M	R
Bryan	36	36	42	8	10	24	8	6	12			
Bushman	24	26	20	8	4	14	8	4	8			
Johnston	20	16	20	10	6	14	10	4	8			
Lisbon	24	26	42	24	10	24	10	6	12			
Miller	36	30	34	8	8	16	8	4	12			
Mills	36	30	34	6	6	22	6	4	8			
Oliver				16	6	22	14	8	12			
Russell				10	6	22	4	2	8			
Ervin										4	4	6
Holmes										8	6	12
Stone										10	6	12
Storey										6	6	12

*NOTE! L is Language Arts, M is Mathematics and R is Reading.

It is readily apparent from a review of these data, that based upon achievement test scores there is a great need in each of the areas of language arts, mathematics and reading.

Table 26 presents the math reading and language arts test scores for each of the senior high schools participating in the Project.

It is apparent from the data in Table 26 that the poor performance on achievement tests persists through the 12th grade.

TABLE 26

IOWA TESTS OF EDUCATIONAL DEVELOPMENT
MEDIAN PERCENTILE SCORES (Large City Norms)

School	Grade 9			Grade 12		
	L*	M	R	L	M	R
Roosevelt	16	38	18	12	22	8
South Oak Cliff	18	38	18	8	22	8

*NOTE! L is Language Arts, M is Mathematics and R is Reading.

It can be seen from these data that there is a strong possibility that these achievement tests may not be sensitive to any instructional processes deemed important for these students. That is, these students have a lot of catching up to do.

Summary and Conclusions

The community respondents are highly supportive of the basic tenents of career education. An attempt to obtain a priority ranking of the nine Learner Outcome Categories, however, was not very successful. Members of the Community Advisory Board ranked in terms of importance the categories, but there was little agreement among the group.

The educator respondents were also highly supportive of the basic tenents of career education. When asked about the programs currently available to students, a majority of respondents felt that the educational needs of students were not being met. Respondents tended to agree, however, that student and staff interaction with the community was not a weak point. The respondents felt the best way to infuse career education activities into the present curriculum would be to provide teachers with complete curriculum guides that include the career objectives, learner activities, teaching strategies resources and evaluation procedures. If such guides were not available,

their second choice was to give the teachers the career objectives and then instruct them (through in-service) in the development of learner activities, methods, resources and evaluation procedures. Educators felt they needed the most assistance in how to integrate career education concepts and how to obtain community resources.

Although secondary students seemed to relate well to the career education knowledge instrument (Average of 23.6 items of a total 45), there was a great deal of need exhibited in each of the Learner Outcome Categories. The bright spot in these data was that this need diminished from ninth grade to twelfth grade. The greatest need was in the area of economic factors influencing careers, skills in human relations, and career information.

Middle school students demonstrated many of the same characteristics as secondary students: able to relate to the instrument, a great deal of need exhibited, and need diminished generally from 7th to 8th grade.

The elementary school survey asked teachers to relate to individual learner outcomes as to their importance for their students and how many of the students have the skill, knowledge or attitude of each outcome. In a composite rating, the highest priority learner outcomes were those that could be generally regarded as desireable for a good student and worker.

Achievement data were also presented in summary fashion to give the reader an idea of how poorly these students, in general, relate to the standardized achievement tests. These achievement data were presented to the Project staff for each school, by grade, by each skill within each test.

This needs assessment effort has been successful in identifying need. It has, however, forced decisions about the priority of needs in a very small range. That is, all categories and all areas exhibit need, the problem is how to best focus the Project resources.

At least three factors should be included in this final prioritization process. First, what students know and don't know should be determined.

Second, how important it is that they should have a certain knowledge, skill or attitude should be ascertained. Third, the sequence to learning events should be determined to see if any prior knowledge is needed before some high priority item could be learned. This needs assessment effort has dealt with the first two areas. To further assist Project staff, the K-6 teacher instrument has been given to the participating teachers. These data will be analyzed by grade level and presented to the Project staff. This will give them both "importance" and student knowledge on 119 Basic Learner Outcomes. It is planned that these outcomes can then be given to teachers on a priority basis for guiding them in developing modules for infusion of career education during Phase II.

APPENDICES

APPENDIX A

dallas independent school district

November 29, 1976

Nolan Estes
General Superintendent

K-12 URBAN CAREER EDUCATION INFUSION PROJECT

Dear Patron:

This needs assessment survey is designed to obtain your opinions about the importance of some areas in the field of career education. Your opinions will be used to help determine strategies for infusing career education concepts into the curricula of a sample of East Oak Cliff schools during the 1977-78 school year. For a more detailed description of the project please read the description provided at the bottom of the page.

With your careful consideration, the survey will take approximately 25 minutes to complete. Your opinions are needed.

PROJECT DESCRIPTION

The major thrust of the project is to demonstrate that through infusing career education in the existing curriculum of an urban school setting, the transition of inner-city students from public schools to active societal participation can be more smoothly facilitated. The project proposes to address such problems as student alienation, high absenteeism, low student motivation and lack of relevance of many in school learning experiences through the infusion of career education concepts into the existing curriculum. The results of such efforts should be apparent through student attainment of behaviors described by the developmental learner outcome goals for career education, identified by the U. S. Office of Education, and higher levels of academic achievement on standardized tests.

The objectives for the project provide for the implementation of a systematic learning system for career education which includes: (1) a comprehensive needs assessment, (2) a utilization of expected learner outcomes basic for career education, (3) a staff development process, (4) curriculum development and identification process, (5) expanded community involvement, and relevant evaluation criteria. This concerted effort should significantly impact the education of inner-city students in Dallas as they realize the attainment of the basic learner outcomes for career education. In attempting to accomplish the stated objectives of each phase, the administration, the project personnel, classroom teachers, students and members of the community should emerge more involved with and better informed about the target concerns of education.

Approved:

William J. Webster
Deputy Associate Superintendent
Department of Research, Evaluation
and Information Systems

Yvonne Ewell
Assistant Superintendent
East Oak Cliff

3700 Ross Avenue, Dallas, Texas 75204, 214/824-1620

CAREER EDUCATION SURVEY

The following listing of twenty-seven (27) statements describes skills, knowledge and attitudes that may be appropriate for students to acquire at sometime during their years in the public schools. Please read each statement and indicate which group of students upon graduation from the Dallas Independent School District should have the skill, knowledge or attitude described.

Circle "All" to indicate all students.

Circle "NC" to indicate students not continuing their education beyond high school.

Circl "NO" to indicate no students.

	All Students	Students not continuing after High School	No Student
1. The student should be able to apply decision-making steps to solve a personal problem and to make a career choice.	ALL	NC	NO
2. The student should realize the benefits gained from talking to parents, friends and neighbors about jobs.	ALL	NC	NO
3. The student should understand that many factors determine lifestyles, such as: income, culture, values and careers.	ALL	NC	NO
4. The student should understand the necessity of seeking out knowledge about the supply of and demand for occupations before making a career choice.	ALL	NC	NO
5. The student should be able to identify and locate information about jobs which will aid him or her in making a career choice, such as: availability, pay, location and openings.	ALL	NC	NO
6. The student should be able to find and talk to people who are working in the career area of his or her choice.	ALL	NC	NO

	All Students	Students not continuing after High School	No Students
7. Given a sample employment application form, the student should be able to neatly and accurately fill in all blanks if possible.	ALL	NC	NO
8. The student should be able to identify acceptable and unacceptable job interview behaviors.	ALL	NC	NO
9. The student should understand that in order to become a manager or supervisor, it may be necessary to start at a lower level.	ALL	NC	NO
10. The student should be concerned with the concept of quality in relation to a task or job.	ALL	NC	NO
11. The student should want to work for personal satisfaction and independence.	ALL	NC	NO
12. The student should realize that work has dignity.	ALL	NC	NO
13. The student should be able to recognize the degree to which he or she is able to interact with other people by working as a team member.	ALL	NC	NO
14. The student should display a positive attitude toward all individuals regardless of race, religion, sex, ethnicity or socio-economic status.	ALL	NC	NO
15. The student should be able to understand that there will be many instances in life when compromises will be necessary.	ALL	NC	NO
16. The student should understand that how he or she views himself "self-concept" influences his or her ability to succeed.	ALL	NC	NO

	All Students	Students not continuing after High School	No Students
17. The student should understand that there are many situations in which it will be necessary to make adjustments.	ALL	NC	NO
18. The student should be able to understand the relationship of satisfaction to successful achievement.	ALL	NC	NO
19. The student should understand the consequences of not working.	ALL	NC	NO
20. The student should be able to give several examples of good work habits, such as being on time and planning one's work.	ALL	NC	NO
21. The student should realize that nationalism, or loyalty to one's country, can contribute to progress and growth of the people and the system.	ALL	NC	NO
22. The student should realize that changes in technology will affect his or her work and lifestyle.	ALL	NC	NO
23. The student should understand that wages and prices are tied closely together and that as one goes up, usually the other will follow.	ALL	NC	NO
24. The student should understand that the prices of products are determined by matching the amount supplied with the amount demanded.	ALL	NC	NO
25. The student should be able to add, subtract, multiply, divide and compute simple percentages to calculate change, wages, some taxes and handle a checkbook.	ALL	NC	NO
26. The student should be willing to learn new concepts and tasks.	ALL	NC	NO
27. The student should understand the need for using good grammar and spelling in order to communicate with others.	ALL	NC	NO

Carefully read each of the questions below. Choose the answer which best describes you and place a check (√) in the appropriate space.

28. What is your sex?

___Female ___Male

29. What is your race?

___Black ___Mexican-American ___White ___Other

30. What is your age?

___25 years or less ___26-40 years ___41-65 years ___over 65 years

31. Up to the present time how long have you lived continuously in Dallas?

___less than one year ___1-3 years ___4-6 years ___more than 6 years

32. Which statement most accurately describes your children?

___ I have no children.

___ I have no children of school age.

___ I have children of school age and they attend a school or schools in the Dallas Independent School District.

___ I have children of school age and they do not attend school in the Dallas Independent School District.

___ I have children of school age and they attend schools in the Dallas Independent School District and schools not in the District.

APPENDIX B

dallas independent school district

November 29, 1976

Nolan Estes
General Superintendent

K-12 URBAN CAREER EDUCATION INFUSION PROJECT

Dear Educator:

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Approved:

William J. Webster
Deputy Associate Superintendent
Department of Research, Evaluation
and Information Systems

Yvonne Ewell
Assistant Superintendent
East Oak Cliff

3700 Ross Avenue. Dallas. Texas 75204. 214/824-1620

BUILDING LEVEL EDUCATOR
CAREER EDUCATION SURVEY

The following listing of twenty-seven (27) statements describes skills, knowledge and attitudes that may be appropriate for students to acquire at sometime during their years in the public schools. Please read each statement and indicate which group of students upon graduation from the Dallas Independent School District should have the skill, knowledge or attitude described.

Circle "All" to indicate all students.

Circle "NC" to indicate students not continuing their education beyond high school.

Circle "NO" to indicate no students.

	All Students	Students not continuing after High School	No Students
1. The student should be able to apply decision-making steps to solve a personal problem and to make a career choice.	ALL	NC	NO
2. The student should realize the benefits gained from talking to parents, friends and neighbors about jobs.	ALL	NC	NO
3. The student should understand that many factors determine lifestyles, such as: income, culture, values and careers.	ALL	NC	NO
4. The student should understand the necessity of seeking out knowledge about the supply of and demand for occupations before making a career choice.	ALL	NC	NO
5. The student should be able to identify and locate information about jobs which will aid him or her in making a career choice, such as: availability, pay, location and openings.	ALL	NC	NO
6. The student should be able to find and talk to people who are working in the career area of his or her choice.	ALL	NC	NO

	All Students	Students continuing after High School	No Students
7. Given a sample employment application form, the student should be able to neatly and accurately fill in all blanks if applicable.	ALL	NC	NO
8. The student should be able to identify acceptable and unacceptable job interview behaviors.	ALL	NC	NO
9. The student should understand that in order to become a manager or supervisor, it may be necessary to start at a lower level.	ALL	NC	NO
10. The student should be concerned with the concept of quality in relation to a task or job.	ALL	NC	NO
11. The student should want to work for personal satisfaction and independence.	ALL	NC	NO
12. The student should realize that work has dignity.	ALL	NC	NO
13. The student should be able to recognize the degree to which he or she is able to interact with other people by working as a team member.	ALL	NC	NO
14. The student should display a positive attitude toward all individuals regardless of race, religion, sex, ethnicity or socio-economic status.	ALL	NC	NO
15. The student should be able to understand that there will be many instances in life when compromises will be necessary.	ALL	NC	NO
16. The student should understand that how he or she views oneself "self-concept" influences his or her ability to succeed.	ALL	NC	NO
17. The students should understand that there are many situations in which it will be necessary to make adjustments.	ALL	NC	NO

	All Students	continuing after High School	No Students
18. The student should be able to understand the relationship of satisfaction to successful achievement.	ALL	NC	NO
19. The student should understand the consequences of not working.	ALL	NC	NO
20. The student should be able to give several examples of good work habits, such as being on time and planning one's work.	ALL	NC	NO
21. The student should realize that nationalism, or loyalty to one's country, can contribute to progress and growth of the people and the system.	ALL	NC	NO
22. The student should realize that changes in technology will affect his or her work and lifestyle.	ALL	NC	NO
23. The student should understand that wages and prices are tied closely together and that as one goes up, usually the other will follow.	ALL	NC	NO
24. The student should understand that the prices of products are determined by matching the amount supplied with the amount demanded.	ALL	NC	NO
25. The student should be able to add, subtract, multiply, divide and compute simple percentages to calculate change, wages, some taxes and handle a checkbook.	ALL	NC	NO
26. The student should be willing to learn new concepts and tasks.	ALL	NC	NO
27. The student should understand the need for using good grammar and spelling in order to communicate with others.	ALL	NC	NO

Items 28-35 deal with programs at your school. Please indicate the extent to which you agree or disagree with each statement.

	Definitely disagree	Disagree	Agree	Definitely agree
28. Students leaving this school have an adequate foundation in the basic academic skills.....	1	2	3	4
29. Most of the courses at this school adequately deal with the relationship between the classroom and the world of work.....	1	2	3	4
30. Students in this school are adequately exposed to the opportunities available to both non-college and college trained individuals.....	1	2	3	4
31. Through programs in this school students develop awareness of many occupations and the skills these occupations require	1	2	3	4
32. Students in this school are adequately equipped with decision-making skills..	1	2	3	4
33. Students in this school have opportunities to learn through programs that integrate classroom instruction with community visits and resources.....	1	2	3	4
34. Communication between the staff at this school and the communities, represented by all of the students, is adequate for the school to be aware of the needs of the students.....	1	2	3	4
35. Programs at this school adequately meet the needs of all the students including: minorities, the economically disadvantaged and the more affluent.....	1	2	3	4

There are a number of possible ways to infuse career education activities into the present curriculum. Items 36-39 present some possibilities.

36. The best way to assure that teachers will include career education in their classes would be to:

(Please rank the following methods in the order that would be the most effective for your school: 1 being the most effective and 4 being the least effective.)

(Rank number)

Provide teachers with a textbook that includes the career objectives..... _____

(Rank number)

Provide teachers with curriculum guides that include the career objectives, learner activities, teaching strategies, resources and evaluation procedures..... _____

Give the teachers the career objectives and let them develop the activities, methods, resources and evaluation on their own..... _____

Give the teachers the career objectives and then instruct them (through in-service) in the development of learner activities, methods, resources and evaluation procedures..... _____

37. Do you have a suggestion for another method of integrating career education into the present curriculum? Please elaborate.

_____

_____

_____

38. In what areas do you need help in implementing career education in your school?

(Please rank in the order of importance: 1 indicating the most need and 5 indicating the least need.)

(Rank number)

Information on jobs/careers..... _____

Integration of career education concepts into curriculum..... _____

In-service time to develop career education materials including behavioral objectives, learning activities and methods..... _____

Help in developing resource guides that include resources available to teach career education and people within the community who would help with career education..... _____

Designing a special course on career education... _____

39. Do you see a more important need in implementing career education in your school other than those listed above? Please elaborate.

_____

_____

_____

40. What is your school? _____

41. What is your position? (Circle one)

Classroom Teacher	1
Principal or Assistant Principal	2
Dean of Instruction or Facilitator	3
Resource Teacher	4
Guidance Counselor	5
Other (specify) _____	6

42. If you are a classroom teacher, what subject area do you spend over 50% of your time teaching?

(Circle one)

Language Arts/English	1
Social Studies	2
Math	3
Science	4
Vocational	5
Fine Arts (Art, Music, Drama, etc.)	6
Physical Education	7
Other (specify) _____	8

43. How many years of public school experience do you have? (Circle one)

Less than 3 years	1
3-10 years	2
11-20 years	3
More than 20 years	4

44.	How long have you been working in your present school?	(Circle one)
	Less than 3 years.....	1
	3-10 years.....	2
	11-20 years.....	3
	More than 20 years.....	4
45.	Are you:	(Circle one)
	Male.....	1
	Female.....	2
46.	Are you:	(Circle one)
	Anglo/White.....	1
	Black.....	2
	Mexican-American.....	3
	Other (specify)_____.....	4

The Department of Research, Evaluation and Information Systems would like to acknowledge the Partners in Career Education for supplying most of the content for this instrument.

ASSESSMENT OF TEXAS CAREER EDUCATION LEARNER OUTCOMES

Partners in Career Education
Arlington, Texas

READ THE FOLLOWING INSTRUCTIONS BEFORE ANSWERING THE QUESTIONS ON THIS TEST

GENERAL INSTRUCTIONS

1. Use a #2 pencil to mark the answer sheet. Please do not use a ballpoint pen.
2. If an answer is changed, be sure to completely ERASE the first answer.
3. The mark used to answer each question should be DARK and should COMPLETELY fill the space provided.

TYPES OF QUESTIONS

The questions in this test booklet are all followed by a set of four possible answers from which only ONE should be chosen. Read each question carefully and select the ONE answer that is the MOST correct. On the answer sheet darken the space that matches the answer selected.

Example—In the test booklet some items look like this:

1. In which city is the capital of the United States located?
   (A) New York City
   (B) Philadelphia
   (C) Washington, D.C.
   (D) Arlington

(C) is the correct answer. The (C) space on the answer sheet should be darkened.

Example—In the test booklet some items look like this:

2. Which of the following is the BEST reason for obeying traffic rules?
   (A) You are told you must
   (B) Your friends obey the rules
   (C) You will be called a good citizen
   (D) Your own safety is important

(D) is the correct answer. The (D) space on the answer sheet should be darkened.

There is no time limit for this test. Please answer all forty-five questions.

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1. **When you apply for jobs, if you recognize the things you cannot do well in addition to the things you can do well,**

   (A) most employers will tend not to hire you.
   (B) you will be more likely to get the job that is best suited for you.
   (C) you will probably feel inferior to your fellow workers when you are hired.
   (D) you will often try to forget about the things you cannot do well.

2. **Phil Rose, a traveling salesman, told a customer he would be in town on April 28th, but he did not show up until April 30th. When he finally arrived, he expected the customer to see him right away, but was told that he would have to make an appointment for a later time. At that point, Phil complained that he could not wait. The customer then told Phil to forget the order and leave.**

   What should Phil do to increase his chances for success on the job?

   (A) become more dependable
   (B) become more loyal to the company
   (C) become more accurate with numbers
   (D) become more confident in his abilities

3. **Carol has been offered a job as a nurse's aide upon graduation from high school She is trying to decide whether to take the job or to receive additional training to become a Licensed Vocational Nurse.**

   If Carol decides to receive additional training to become a Licensed Vocational Nurse, which ONE of the following is MOST likely to be a result of her decision?

   (A) She can go anywhere she wants and receive higher wages than any other nurse.
   (B) She will learn that there will be very little need for nurses in the future.
   (C) She will decide not to get a job as a nurse even if she is licensed.
   (D) She will get a better job and earn more money than she would have as a nurse's aide.

4. **Which factor below SHOULD have the greatest influence on your career choice?**

   (A) school courses you enjoy and in which you do well
   (B) career choice of your friend
   (C) jobs listed in the daily newspaper
   (D) whether the career is mainly for men or mainly for women

5. **Which ONE of the following statements describes a situation where a job was discontinued due to improved technology and caused workers to need retraining?**

   (A) Workers were laid off when sales dropped.
   (B) Sandy Clark left her summer job in the Clark Dairy to return to college.
   (C) The nurses received the new equipment they had ordered.
   (D) Buddy Hays went to night school after losing his job as a seam stitcher when the last company making shoes by hand changed to machine stitching.

6. **A large company was deciding whether or not to expand its production of Space-Age watches. Which ONE of the statements below would be MOST likely to influence the company to expand production?**

   (A) Mrs. Johnson called the company to say that her Space-Age watch is the greatest invention she has ever purchased.
   (B) A survey showed that sixty-five percent of the American people have never heard of Space-Age watches.
   (C) The sales of Space-Age watches doubled last year.
   (D) A famous Hollywood star said, *"I wear my Space-Age watch every day."*

7. **Upon graduation, Kate left home and got an apartment. She also purchased a car. In going for interviews for jobs Kate found that she needed some new clothes. One of Kate's goals is to save enough money so that she can travel.**

   Based on what you have learned about Kate, select the ONE job characteristic below that would be MOST important in Kate's choice of a career.

   (A) work environment
   (B) salary
   (C) fringe benefits
   (D) hours

8. **Which one of the following situations DOES NOT indicate success on the job?**

   (A) The shop foreman is ill and you are asked to take his duties temporarily until he returns.
   (B) You are recognized at the annual Christmas banquet as Salesperson-of-the-Year.
   (C) You often have the feeling that your fellow employees are talking about you behind your back.
   (D) Your plan for a new method of taking inventory has been put into practice in all the departments in the store.

9. Which ONE of the following statements describes pride in work products?

   (A) *"I hope my computer program is all right, because I made many mistakes."*
   (B) *"No matter what I do, I should be able to point to it and say, 'See, that's mine over there.'"*
   (C) *"Whatever I do is checked by someone else, so why should I worry about it?"*
   (D) *"I completed all seventeen letters Mrs. Jefferson gave me to type, but I hope she doesn't have the time to look them over before the mailing deadline."*

10. Which ONE of the following IS NOT an appropriate reason for respecting people of different races or ethnic origins?

    (A) We are told we must.
    (B) All persons, regardless of origin, may have contributions to make.
    (C) Everyone, regardless of his/her individual behavior, deserves respect.
    (D) People would probably have better relationships with one another if they considered all of an individual's characteristics, not just a few.

11. Jessica Alden buys her clothes in Paris. She vacations on the Riviera and in Acapulco. She uses her private plane to visit her friends all around the world.

    Which ONE of the factors below MOST influences Jessica's lifestyle?

    (A) money
    (B) culture
    (C) education
    (D) career

12. Jenny works as a sales clerk in the clothing section of a large department store. Below is a list of things the floor manager might ask Jenny to do. Select the ONE that IS NOT a reasonable request.

    (A) straighten piles of clothes on shelves
    (B) work some overtime with pay during inventory time
    (C) give up her break regularly so that the other sales clerks can run personal errands
    (D) help tally the receipts of the day

13. If the demand for bakers in a particular local area is very high, what is MOST likely to be the reason?

    (A) The supply of bakers in that area is low.
    (B) The bakers in that area are untrained.
    (C) The bakers in the local area are on strike.
    (D) Bread baking is becoming more automated.

14. Which ONE of the following describes the MOST useful information you would gain by talking to a qualified person in a career area of interest to you?

    (A) You would learn the career entry-level training requirements.
    (B) You would be able to sign up for group insurance with the company representative.
    (C) You would be able to determine whether or not you would like your co-workers.
    (D) You would be able to arrange to have a position held open for you.

15. Jayne would like to become a professional actress. Which of the learning experiences below will require Jayne to make changes in her behavior in order to become a successful actress?

    (A) She frequently forgot her lines in a school play.
    (B) She was never late for rehearsals.
    (C) She enjoyed helping the other actors with their make-up.
    (D) She met the foreign language requirements.

16. From the following list of goods and services, select the item which can be described as a "service."

    (A) gasoline
    (B) a load of bricks
    (C) a lawyer's recommendation
    (D) ice cream

17. From the list below, select ONE job for which office skills ARE NOT a major requirement.

    (A) receptionist
    (B) insurance clerk
    (C) keypunch operator
    (D) physical therapist

18. Larry Farrell has a part-time job mixing chemicals in a photography laboratory. He is getting ready to mix a new film developer, but he thinks that there is a mistake in the directions on the package.

    Which statement below is the BEST reason Larry should ask questions?

    (A) Larry will get a reward from the chemical company.
    (B) Larry will be able to speed up the development process.
    (C) Larry may ruin the film if the developer is mixed incorrectly.
    (D) Larry will get an extra break from his work, while the boss checks the directions.

19. Which ONE of the following is a reason why banks charge interest when they loan money?

(A) to discourage people from borrowing money
(B) to attract more bank customers
(C) to earn money for the bank
(D) to compete with loan companies

20. Which ONE of the statements below shows that the person named has a POSITIVE attitude toward himself or herself?

(A) Judy believes she has a lot of friends in her class.
(B) Amy thinks people do not like her because she is shy.
(C) Elaine sometimes feels angry at herself because she is not very athletic.
(D) Marianne knows she will never amount to anything.

21. Which ONE of the following is an ADVANTAGE of being a leader?

(A) A leader is often highly respected.
(B) A leader often gets the chance to work more than eight hours a day.
(C) A leader is able to give up free time for a cause.
(D) A leader needs to listen to everyone's problems.

22. Helen works on the assembly line in a radio factory. She has been late for work at least twice a week since she started work. This causes everyone else to have to wait until she arrives in order to begin work. She often makes careless mistakes. The foreman has told Helen that she needs to improve her behavior on the job.

Helen needs to try to become more

(A) tactful and confident.
(B) neat and friendly.
(C) loyal and creative.
(D) punctual and accurate.

23. A group of similar courses is sometimes called a program of study. Which ONE of the following programs would probably be the MOST helpful if you wanted a career in construction?

(A) general science
(B) vocational office education
(C) industrial arts
(D) physical education

24. Which ONE of the following statements describes a result of prejudice between different races or ethnic groups.

(A) Races would gain respect for one another.
(B) Individuals of different races would not communicate well with one another.
(C) Understanding and respect would result.
(D) Misconceptions and myths would be cleared up.

25. Imagine that you begin managing a local volunteer project for development of a park in your neighborhood. The project involves much time and planning for getting jobs done by other people, including: earth movers, planters, tree trimmers, electricians, etc. You find that more and more of your time is taken up with this project. Problems arise and it is difficult to get cooperation from others. You feel discouraged and would like to drop the project.

Which ONE of these statements describes what is MOST likely to happen if you stay with the project?

(A) You will make a lot of money if you stay with the project.
(B) You will make a lot of new friends if you stay with the project.
(C) You will be asked to serve as chairperson of other volunteer projects.
(D) You will gain some personal satisfaction if you achieve your goal.

26. From the following list of job titles, select ONE which uses counseling skills.

(A) auto mechanic
(B) movie critic
(C) navigator
(D) clergyman

27. Jill works on an assembly line. Which ONE of the following IS NOT Jill's responsibility to her fellow workers?

(A) to make sure the other employees around her get their proper salary
(B) to make sure she does her job so that other people can do their jobs
(C) to make sure that she does not distract the other people around her
(D) to make sure she follows all safety procedures

28. Suppose that you have been hired as a secretary. Your boss asks you to do the following things as part of your job. Select ONE of the following that you feel is an UNREASONABLE request.

(A) You are asked to retrain for a new filing process.
(B) You are asked to work overtime to catch up on some of your assignments.
(C) You are asked to substitute for another secretary while he/she is ill.
(D) You are asked to tell another secretary that he/she has been fired.

29. Which ONE of the following IS NOT paid for with public tax money?

(A) junior high schools
(B) city fire departments
(C) telephone service
(D) city streets

30. Congress passed a law forbidding the dumping of wastes into rivers. The law would have forced many steel plants to close. Therefore, Congress changed the law to allow these companies several more years to find other methods of waste disposal. Ecologists were extremely angry.

Which ONE of the following is the BEST reason why Congress compromised on its original law?

(A) Ecologists all over the country were angry about the delay.
(B) Closing down the steel plants would put many people out of work.
(C) The original law had too many loopholes for the manufacturers.
(D) Congress had many other laws which needed its attention.

31. Which ONE of the following is an improvement in our economic system that should result from the efforts of the women's liberation movement?

(A) People will be hired according to qualifications.
(B) More men will receive more job benefits.
(C) Secretaries will receive fewer job benefits.
(D) More men will be hired as business managers.

32. John assisted the physics teacher in the school's electronics laboratory for two years during high school. John has obtained a degree in electrical engineering and now operates an experimental laboratory for a research company. Which statement BEST describes John's high school experiences?

(A) had no effect on his career choice
(B) gave him the opportunity to explore his interests in electronics
(C) encouraged him to change his career plans
(D) insured that he would follow a career in the field of physics

33. To be a legal secretary, one need NOT be able to

(A) answer the phone courteously.
(B) understand some legal terms.
(C) recognize the usage of good English grammar.
(D) defend sections of a legal document.

34. Mike always takes time to check his work carefully. He thinks it is important to do his job properly, even if nobody else knows the difference. Which ONE of the following is MOST likely the reason for Mike's behavior?

(A) He makes more money.
(B) He takes pride in his work.
(C) He is trying to impress his co-workers.
(D) He has some extra time.

35. You want to go to college, but your parents cannot afford to pay your way. Which ONE of the following DOES NOT describe a way to solve your problem?

(A) get a job to earn money for college
(B) apply for aid in the form of a scholarship or loan from the college you wish to attend
(C) apply for a loan through your local bank
(D) give up your idea of attending college

36. Select the statement which BEST describes what will happen in our society if the people do not work.

(A) Our society will have more goods and services.
(B) Our society will have fewer responsibilities.
(C) Our society will pay lower taxes.
(D) Our society will bear the cost of supporting those people who do not work.

37. Steven works at a gas station without any supervision for several hours each night. Which ONE of the following is a behavior which would be appropriate for Steven to display while he is working alone?

(A) finish doing some minor work on his own car even though there is a customer waiting for service
(B) stop fixing the flat tires he is working on because a friend calls and wants to talk about something important
(C) leave the station a little before the scheduled closing time because he has not had very many customers
(D) complete his assigned tasks as well as assisting customers who come into the station

38. Greg Hernandez is interested in getting a part-time job after school. Which ONE of the behaviors listed below probably WOULD NOT help Greg to get a job?

(A) Greg continues interviewing for jobs, even when he gets discouraged.
(B) Greg often criticizes himself and tells people that he is not very good at things.
(C) Greg has registered at the State Employment Agency.
(D) If an employer tells Greg that there is not a job opening, Greg asks if a job might be available at a later time.

39. Which ONE of the following situations would MOST likely involve your making a compromise with someone else?

(A) You are asked to be the representative from your department on a committee to decide how job tasks will be given out to employees of all departments.
(B) You are told to read your work more carefully so that you can eliminate errors.
(C) You are asked to show a new employee the office routines and to introduce him or her to the other employees.
(D) You are given an assignment and are asked to have it finished by noon.

40. Judy is looking for a job as a personnel director. She has had two job offers which interest her. One has more responsibilities, but the pay is better. The other has more possibilities for advancement.

Which of the following statements BEST describes Judy's problem?

(A) Judy must decide whether she wants to be a personnel director.
(B) Judy must look further so that she has more jobs from which to choose.
(C) Judy must learn to take on more responsibilities.
(D) Judy must decide whether she wants better pay immediately or a job with advancement possibilities.

41. Which ONE of the following would you probably NOT be asked about on a job application form?

(A) Social Security number
(B) address and telephone number
(C) I.Q. (intelligence quotient)
(D) work experience

42. Why is it necessary for people to plan how resources will be used?

(A) Resources are limited but the wants of people are unlimited.
(B) People only want small amounts.
(C) The government cannot decide which resources to allocate.
(D) Resources are distributed equally according to what people want.

43. In which ONE of the following situations would the individual NOT need to make an adjustment?

(A) Jane's boss asks her to work overtime on a special project.
(B) Herman's boss is pleased with his work.
(C) José, who has been working with Charles, has been assigned to work with Janet.
(D) Fred's plant supervisor tells him that the plant will be shut down for two months.

44. In which of the following situations would the person NOT need to make adjustments?

(A) Sue's boss has changed her from the afternoon shift to the night shift.
(B) John is meeting his work schedule.
(C) Bob's company transferred him to another city.
(D) Judy has resigned her job to become a mother.

45. As a result of matching personal goals with career choice, a person is MOST likely to

(A) make more money.
(B) obtain more education.
(C) have greater job satisfaction.
(D) explore new career directions.

APPENDIX D

CAREER EDUCATION SURVEY
7th - 8th GRADE STUDENTS

Directions: Read each item carefully and circle the one answer that you like.

1. Ken wants a job where he works with only a few people whom he knows.

   Which job do you feel would best fit Ken's goal?

   (a) salesperson
   (b) nurse
   (c) librarian
   (d) cook

2. Since Ken matched his personal goal with his job choice, he will probably

   (a) be happier in his job.
   (b) have more free time.
   (c) make more new friends.
   (d) work for a large company.

3. After graduating from high school, what do you plan to do?

   (a) go into military service
   (b) get a job
   (c) go to a community college or trade school
   (d) go to a four year college
   (e) I don't know
   (f) other (explain) _____

4. If you want to become a carpenter, it would be helpful to talk to a

   (a) nurse.
   (b) mailman.
   (c) house builder.
   (d) mechanic.

5. Which of the following should not play a major role in selecting a job?

   (a) wages
   (b) job location
   (c) working hours
   (d) size of desk

6. To record employees' working hours, you would use a

   (a) time clock.
   (b) calendar.
   (c) yardstick.
   (d) none of the above

7. A person who is licensed to drive a truck would probably have the skills necessary to

   (a) build furniture
   (b) fly an airplane
   (c) drive a taxi
   (d) sell shoes

8. When applying for a job, you must be able to

   (a) fill out a report card.
   (b) play sports.
   (c) play an instrument.
   (d) fill out an application.

9. The fastest way to find out the times and routes of city buses is to

   (a) ask a friend.
   (b) write a letter to the bus company.
   (c) call the bus company.
   (d) read a newspaper.

10. In a job, a supervisor likes to see the workers

    (a) do good work.
    (b) waste time.
    (c) be late for work.
    (d) argue with the other workers.

11. To become a supervisor, a worker usually

    (a) must own a car.
    (b) come to work late.
    (c) does not do what is expected.
    (d) work his/her way up.

12. When a worker is having a hard time learning a new job, he/she should

    (a) not get discouraged.
    (b) get mad.
    (c) quit.
    (d) ask for a different job.

13. A worker should

    (a) disobey the supervisor.
    (b) make fun of the supervisor.
    (c) respect the supervisor.
    (d) none of the above

14. People work for

    (a) enjoyment.
    (b) challenge.
    (c) money.
    (d) all of the above

15. In dealing with others, a worker must understand that

    (a) his/her opinions are always correct.
    (b) his/her opinions do not count.
    (c) his/her opinions may not be accepted.
    (d) all of the above

16. When on a job, a worker must realize that

    (a) he/she has total charge of business
    (b) he/she will have to interact with others.
    (c) he/she must wear the best clothes.
    (d) he/she must never talk.

17. Workers that complain a lot are

    (a) avoided.
    (b) respected.
    (c) well liked.
    (d) none of the above

18. Which of the following does <u>not</u> affect job selection?

    (a) health
    (b) training required
    (c) cost of training
    (d) age of parents
    (e) ability

19. Juan enjoys being outdoors. Which job should he choose?

(a) farmer
(b) teacher
(c) banker
(d) cook

20. Jane enjoys meeting and talking to people. She would probably enjoy being a:

(a) professional writer.
(b) housewife.
(c) tailor.
(d) none of the above

21. A worker who does poor work is more likely to be:

(a) promoted.
(b) fired.
(c) respected.
(d) trusted.

22. A person that maintains good health habits is more likely to:

(a) be sick a lot.
(b) be tired a lot.
(c) be a good worker.
(d) none of the above

23. A worker that is clean and neat is more likely to be:

(a) promoted.
(b) laughed at.
(c) disliked.
(d) none of the above

24. Which of the following is <u>not</u> a good safety practice?

(a) wearing safety glasses
(b) keeping shoes tied
(c) littering the work area
(d) knowing the safety rules

25. A worker takes home $80.00 a week after insurance and taxes have been subtracted. What is this $80.00 called?

(a) gross income
(b) net income
(c) deductions
(d) none of the above

26. Today, if a farmer wanted to plant potatoes, he would use a:

    (a) team of mules
    (b) tractor
    (c) shovel
    (d) hoe

27. Workers that make cars are given a raise. This will probably cause the price of cars to:

    (a) go down.
    (b) go up.
    (c) stay the same.
    (d) go down then up.

28. Susan would like to be a singer. Which course would help her the most?

    (a) government
    (b) drafting
    (c) U. S. history
    (d) chorus

29. Playing football would probably help Bill the most in which of the following jobs?

    (a) carpenter
    (b) cook
    (c) coach
    (d) truck driver

30. How would arithmetic help you on a job?

    (a) find the lunchroom
    (b) figure wages
    (c) talk to other workers
    (d) does not help

I am in the _____ grade.

APPENDIX E

CAREER EDUCATION SURVEY:
K-12 TEACHER INFORMATION
ON STUDENT ABILITIES

Directions: Please rate each of the following abilities as to the importance of your students having them and estimate the number of your students who have each ability at present. For the number of students column please refer to your first class of the day.

Please provide the following information about your first class:

Subject _____ *Number of Students* _____ *Grade level of Most Students* _____

	Not Important	Somewhat Important	Important	Very Important	Essential	# of Students
1. Knows the need of having a satisfying job later.....	1	2	3	4	5	____
2. Able to use own resourcefulness to solve personal problems.....	1	2	3	4	5	____
3. Understands that income, cultures, values and careers influence lifestyle.....	1	2	3	4	5	____
4. Understands that certain job markets need more people at certain times.....	1	2	3	4	5	____
5. Knows that certain jobs need certain qualifications.....	1	2	3	4	5	____
6. Is aware that the same skills are applied in different jobs.....	1	2	3	4	5	____
7. Knows what a job "interview" is.....	1	2	3	4	5	____
8. Knows how to call for information about public transportation.....	1	2	3	4	5	____
9. Identifies own basic skills which are desired in the job market.....	1	2	3	4	5	____

APPENDIX E (cont'd)

	Not Important	Somewhat Important	Important	Very Important	Essential	# of Students
10. Is concerned with doing person's best on a job.....	1	2	3	4	5	____
11. Can give an example of personal satisfaction from a job.....	1	2	3	4	5	____
12. Recognizes appropriate behavior for most jobs.....	1	2	3	4	5	____
13. Is tactful in interpersonal situations....	1	2	3	4	5	____
14. Understands that people are sometimes insulted when offered help on the job....	1	2	3	4	5	____
15. Is affable.....	1	2	3	4	5	____
16. Is able to identify personal strengths which will direct him/her in job selection.....	1	2	3	4	5	____
17. Understands how feelings of one's self influence one's ability to succeed.....	1	2	3	4	5	____
18. Is able to adjust to different situations.....	1	2	3	4	5	____
19. Understands the effects of not working...	1	2	3	4	5	____
20. Knows of government provided services e.g. education, highways, etc.....	1	2	3	4	5	____
21. Understands the importance of informed and concerned voting.....	1	2	3	4	5	____
22. Understands how changes in technology influence one's life.....	1	2	3	4	5	____
23. Knows that it takes both labor and materials to produce goods.....	1	2	3	4	5	____

APPENDIX E (cont'd)

	Not Important	Somewhat Important	Important	Very Important	Essential	# of Students
24. Can identify a variety of "deductions from pay".....	1	2	3	4	5	____
25. Is able to identify learning experiences in school which would relate to a given career direction..	1	2	3	4	5	____
26. Is able to add, subtract, multiply, divide, and compute simple percentages.....	1	2	3	4	5	____
27. Recognizes daily physical activity as important to good health.....	1	2	3	4	5	____
28. Realizes the benefit of talking to others about jobs.....	1	2	3	4	5	____
29. Is able to make some decisions independently.....	1	2	3	4	5	____
30. Talkes to others about job requirements.....	1	2	3	4	5	____
31. Understands why a positive attitude and performance on the job improves chances for success.....	1	2	3	4	5	____
32. Understands that it is necessary in many jobs to start on a lower level.....	1	2	3	4	5	____
33. Understands the relationship between quality work and good self-concept..	1	2	3	4	5	____
34. Respects authority.....	1	2	3	4	5	____
35. Recognizes that a person must work to receive wages.....	1	2	3	4	5	____

APPENDIX E (cont'd)

		Not Important	Somewhat Important	Important	Very Important	Essential	# of Students
36.	Understands the importance of completing a task.....	1	2	3	4	5	____
37.	Realizes that anyone can be replaced.....	1	2	3	4	5	____
38.	Understands the different relationships developed in a job setting, such as worker/supervisor; worker/co-worker.....	1	2	3	4	5	____
39.	Is sensitive to others.....	1	2	3	4	5	____
40.	Is able to express his/her feelings constructively.....	1	2	3	4	5	____
41.	Is able to discuss individual differences.....	1	2	3	4	5	____
42.	Knows what "values" are.....	1	2	3	4	5	____
43.	Is able to work alone, and/or with others.....	1	2	3	4	5	____
44.	Has good grooming habits.....	1	2	3	4	5	____
45.	Is aware of current problems.....	1	2	3	4	5	____
46.	Identifies good safety habits.....	1	2	3	4	5	____
47.	Understands the constructive aspects of criticism.....	1	2	3	4	5	____
48.	Understands the importance of being punctual.....	1	2	3	4	5	____
49.	Knows how money is used as a medium of exchange.....	1	2	3	4	5	____

APPENDIX E (cont'd)

	Not Important	Somewhat Important	Important	Very Important	Essential	# of Students
50. Knows that one must decide among alternatives in spending money.....	1	2	3	4	5	____
51. Knows why banks charge interest on borrowed money.....	1	2	3	4	5	____
52. Knows the importance of saving money.....	1	2	3	4	5	____
53. Understands that money is used to rate the worth of goods and services.	1	2	3	4	5	____
54. Can identify basic areas of employment, such as large business concerns, self-employment, or government jobs.....	1	2	3	4	5	____
55. Is able to read traffic signs and newspapers.....	1	2	3	4	5	____
56. Is able to read at a level equal to his/her grade level.....	1	2	3	4	5	____
57. Realizes that writing can be an effective way of reaching a large population.....	1	2	3	4	5	____
58. Realizes that listening is essential to learning.....	1	2	3	4	5	____

APPENDIX E (cont'd)

CAREER EDUCATION SURVEY:
K-6 TEACHER INFORMATION
ON STUDENT ABILITIES

Directions: Please rate each of the following abilities as to the importance of your students having them and estimate the number of your students who have each ability at present. For the number of students column please refer to your first class of the day.

Please provide the following information about your first class:

Subject _____ *Number of Students* _____ *Grade level of Most Students* _____

	Not Important	Somewhat Important	Important	Very Important	Essential	# of Students
1. Knows the need of having a satisfying job later.....	1	2	3	4	5	____
2. Able to use own resourcefulness to solve personal problems.....	1	2	3	4	5	____
3. Understands that income, cultures, values and careers influence lifestyle.....	1	2	3	4	5	____
4. Understands that certain job markets need more people at certain times.....	1	2	3	4	5	____
5. Knows that certain jobs need certain qualifications.....	1	2	3	4	5	____
6. Is aware that the same skills are applied in different jobs.....	1	2	3	4	5	____
7. Knows what a job "interview" is.....	1	2	3	4	5	____
8. Knows how to call for information about public transportation.....	1	2	3	4	5	____
9. Identifies own basic skills which are desired in the job market.....	1	2	3	4	5	____

APPENDIX E (cont'd)

		Not Important	Somewhat Important	Important	Very Important	Essential	# of Students
10.	Is concerned with doing person's best on a job.....	1	2	3	4	5	____
11.	Can give an example of personal satisfaction from a job.....	1	2	3	4	5	____
12.	Recognizes appropriate behavior for most jobs.....	1	2	3	4	5	____
13.	Is tactful in interpersonal situations....	1	2	3	4	5	____
14.	Understands that people are sometimes insulted when offered help on the job....	1	2	3	4	5	____
15.	Is affable.....	1	2	3	4	5	____
16.	Is able to identify personal strengths which will direct him/her in job selection.....	1	2	3	4	5	____
17.	Understands how feelings of one's self influence one's ability to succeed.....	1	2	3	4	5	____
18.	Is able to adjust to different situations.....	1	2	3	4	5	____
19.	Understands the effects of not working...	1	2	3	4	5	____
20.	Knows of government provided services e.g. education, highways, etc.....	1	2	3	4	5	____
21.	Understands the importance of informed and concerned voting.....	1	2	3	4	5	____
22.	Understands how changes in technology influence one's life.....	1	2	3	4	5	____
23.	Knows that it takes both labor and materials to produce goods.....	1	2	3	4	5	____

APPENDIX E (cont'd)

	Not Important	Somewhat Important	Important	Very Important	Essential	# of Students
24. Can identify a variety of "deductions from pay".....	1	2	3	4	5	___
25. Is able to identify learning experiences in school which would relate to a given career direction..	1	2	3	4	5	___
26. Is able to add, subtract, multiply, divide, and compute simple percentages.....	1	2	3	4	5	___
27. Recognizes daily physical activity as important to good health.....	1	2	3	4	5	___
28. Understands the need for "putting first things first".....	1	2	3	4	5	___
29. Understands the benefit of matching interests with employment.....	1	2	3	4	5	___
30. Knows what a "timeclock" is.....	1	2	3	4	5	___
31. Understands expenses associated with working, i.e., clothing, meals transportation to work. etc.....	1	2	3	4	5	___
32. Understands the necessity for loyalty between employer and employees.....	1	2	3	4	5	___
33. Understands that people have different reasons for working.....	1	2	3	4	5	___
34. Understands the merits of being consistent.....	1	2	3	4	5	___
35. Reocgnizes that attitudes toward work stem from many factors, i.e., family, age, past work, etc.....	1	2	3	4	5	___

	Not Important	Somewhat Important	Important	Very Important	Essential	# of Students
36. Is able to work with others toward a common goal.....	1	2	3	4	5	____
37. Displays respect toward others, regardless of sex, race, etc.....	1	2	3	4	5	____
38. Understands how prejudice affects the action of people.....	1	2	3	4	5	____
39. Is able to make compromises.....	1	2	3	4	5	____
40. Realizes the need to interact with other workers.....	1	2	3	4	5	____
41. Understands the need for recognizing personal faults or limitations.....	1	2	3	4	5	____
42. Is able to express own interests....	1	2	3	4	5	____
43. Understands that society has goals..	1	2	3	4	5	____
44. Has understanding and respect for country.....	1	2	3	4	5	____
45. Understands his/her social and political rights.....	1	2	3	4	5	____
46. Knows what drug abuse is.....	1	2	3	4	5	____
47. Aware of laws that protect the rights of workers.....	1	2	3	4	5	____
48. Is able to detect own irresponsible behavior.....	1	2	3	4	5	____
49. Realizes that buying promotes production.....	1	2	3	4	5	____
50. Understands that supply of materials influences the number and price of goods.....	1	2	3	4	5	____

APPENDIX E (cont'd)

	Not Important	Somewhat Important	Important	Very Important	Essential	# of Students
51. Knows what "wages" are.....	1	2	3	4	5	____
52. Knows what a budget is.....	1	2	3	4	5	____
53. Understands as wages go up, prices go up.....	1	2	3	4	5	____
54. Understands that price is the amount that the producer will accept in exchange for goods or services.....	1	2	3	4	5	____
55. Is able to identify learning experiences outside of school which could aid in making later career choices.....	1	2	3	4	5	____
56. Reads in order to obtain the view of others.....	1	2	3	4	5	____
57. Is willing to ask questions when information is needed.....	1	2	3	4	5	____
58. Communicates with good grammar and spelling.....	1	2	3	4	5	____

APPENDIX E (cont'd)

CAREER EDUCATION SURVEY:
K-6 TEACHER INFORMATION
ON STUDENT ABILITIES

Directions: Please rate each of the following abilities as to the importance of your students having them and estimate the number of your students who have each ability at present. For the number of students column please refer to your first class of the day.

Please provide the following information about your first class:

Subject _____ *Number of Students* _____ *Grade level of Most Students* _____

	Not Important	Somewhat Important	Important	Very Important	Essential	# of Students
1. Knows the need of having a satisfying job later.....	1	2	3	4	5	____
2. Able to use own resourcefulness to solve personal problems.....	1	2	3	4	5	____
3. Understands that income, cultures, values and careers influence lifestyle.....	1	2	3	4	5	____
4. Understands that certain job markets need more people at certain times.....	1	2	3	4	5	____
5. Knows that certain jobs need certain qualifications.....	1	2	3	4	5	____
6. Is aware that the same skills are applied in different jobs.....	1	2	3	4	5	____
7. Knows what a job "interview" is.....	1	2	3	4	5	____
8. Knows how to call for information about public transportation.....	1	2	3	4	5	____
9. Identifies own basic skills which are desired in the job market.....	1	2	3	4	5	____

	Not Important	Somewhat Important	Important	Very Important	Essential	# of Students
10. Is concerned with doing person's best on a job.....	1	2	3	4	5	____
11. Can give an example of personal satisfaction from a job.....	1	2	3	4	5	____
12. Recognizes appropriate behavior for most jobs.....	1	2	3	4	5	____
13. Is tactful in interpersonal situations....	1	2	3	4	5	____
14. Understands that people are sometimes insulted when offered help on the job....	1	2	3	4	5	____
15. Is affable.....	1	2	3	4	5	____
16. Is able to identify personal strengths which will direct him/her in job selection.....	1	2	3	4	5	____
17. Understands how feelings of one's self influence one's ability to succeed.....	1	2	3	4	5	____
18. Is able to adjust to different situations.....	1	2	3	4	5	____
19. Understands the effects of not working...	1	2	3	4	5	____
20. Knows of government provided services e.g. education, highways, etc.....	1	2	3	4	5	____
21. Understands the importance of informed and concerned voting.....	1	2	3	4	5	____
22. Understands how changes in technology influence one's life.....	1	2	3	4	5	____
23. Knows that it takes both labor and materials to produce goods.....	1	2	3	4	5	____

APPENDIX E (cont'd)

		Not Important	Somewhat Important	Important	Very Important	Essential	# of Students
24.	Can identify a variety of "deductions from pay".....	1	2	3	4	5	____
25.	Is able to identify learning experiences in school which would relate to a given career direction...	1	2	3	4	5	____
26.	Is able to add, subtract, multiply, divide, and compute simple percentages.....	1	2	3	4	5	____
27.	Recognizes daily physical activity as important to good health.....	1	2	3	4	5	____
28.	Be aware of what a "Goal" is.....	1	2	3	4	5	____
29.	Is able to obtain information about jobs by asking for assistance of librarian or teacher.....	1	2	3	4	5	____
30.	Understands that the characteristics of a job influence selection.....	1	2	3	4	5	____
31.	The student should be able to identify examples of work habits and attitudes necessary for successful entry into a chosen occupation.....	1	2	3	4	5	____
32.	Is receptive to new learning situations.....	1	2	3	4	5	____
33.	Understands when to talk and when to listen.....	1	2	3	4	5	____
34.	Is aware of the need to include career planning throughout formal schooling.	1	2	3	4	5	____
35.	Recognizes the possibility of having to work under pressure.....	1	2	3	4	5	____

APPENDIX E (cont'd)

	Not Important	Somewhat Important	Important	Very Important	Essential	# of Students
36. Is able to discuss how a chosen job contributes to society.....	1	2	3	4	5	____
37. Understands that constant complaining irritates others.....	1	2	3	4	5	____
38. Understands how prejudices are developed.....	1	2	3	4	5	____
39. Is able to discuss reasons for both wanting and not wanting to be a leader.....	1	2	3	4	5	____
40. Knows how to evaluate his/her consistency.....	1	2	3	4	5	____
41. Understands that one adopts values into personal philosophy by questioning one's likes or dislikes.....	1	2	3	4	5	____
42. Knows the major contributions to one's social development, such as family, church, etc.....	1	2	3	4	5	____
43. Is conservative with use of materials.....	1	2	3	4	5	____
44. Understands the benefits of good health.....	1	2	3	4	5	____
45. Knows how society supports certain people who are unable to support themselves such as orphans and the aged.....	1	2	3	4	5	____
46. Is able to state certain consequences of not obeying the law.....	1	2	3	5	5	____

APPENDIX E (cont'd)

	Not Important	Somewhat Important	Important	Very Important	Essential	# of Students
47. Understands how cooperation benefits all people.....	1	2	3	4	5	____
48. Knows what kind of services are offered by banks.....	1	2	3	4	5	____
49. Knows the difference between goods and services.....	1	2	3	4	5	____
50. Understands that specialization of labor leads to more dependence but better goods.....	1	2	3	4	5	____
51. Understands that as a result of technology, many workers have to retrain.....	1	2	3	4	5	____
52. Understands that technology has contributed new and better goods and services.....	1	2	3	4	5	____
53. Understands that taxes reduce the amount of take-home pay.....	1	2	3	4	5	____
54. Is willing to learn new tasks.....	1	2	3	4	5	____
55. Realizes that effective speaking allows greater expression of emotion.....	1	2	3	4	5	____
56. Is able to utilize visual aids, i.e., charts, pictures, etc.....	1	2	3	4	5	____
57. Is able to write a paragraph of simple sentences on any topic.....	1	2	3	4	5	____

APPENDIX F

PARENT SURVEY RESULTS (Percentages)

	All Students	Students not continuing after High School	No Students
1. The student should be able to apply decision-making steps to solve a personal problem and to make a career choice.	96.9	2.9	0.3
2. The student should realize the benefits gained from talking to parents, friends and neighbors about jobs.	92.2	5.7	2.0
3. The student should understand that many factors determine lifestyles, such as: income, culture, values and careers.	94.4	4.7	0.9
4. The student should understand the necessity of seeking out knowledge about the supply of and demand for occupations before making a career choice.	90.3	8.5	1.1
5. The student should be able to identify and locate information about jobs which will aid him or her in making a career choice, such as: availability, pay, location and openings.	90.9	6.5	2.6
6. The student should be able to find and talk to people who are working in the career area of his or her choice.	91.4	7.1	1.4
7. Given a sample employment application form, the student should be able to neatly and accurately fill in all blanks if possible.	86.3	12.6	1.2
8. The student should be able to identify accpetable and unacceptable job interview behaviors.	85.3	13.5	1.2
9. The student should understand that in order to become a manager or supervisor, it may be necessary to start at a lower level.	82.1	15.2	2.6

APPENDIX F (cont'd)

PARENT SURVEY RESULTS (Percentages)

	All Students	Students not continuing after High School	No Students
10. The student should be concerned with the concept of quality in relation to a task or job.	86.6	11.8	1.6
11. The student should want to work for personal satisfaction and independence.	84.6	11.5	3.8
12. The student should realize that work has dignity.	88.3	9.8	1.9
13. The student should be able to recognize the degree to which he or she is able to interact with other people by working as a team member.	88.0	9.7	2.3
14. The student should display a positive attitude toward all individuals regardless of race, religion, sex, ethnicity or socio-economic status.	88.7	8.3	3.0
15. The student should be able to understand that there will be many instances in life when compromises will be necessary.	90.2	8.6	1.2
16. The student should understand that how he or she views himself "self-concept" influences his or her ability to succeed.	89.8	7.3	2.9
17. The students should understand that there are many situations in which it will be necessary to make adjustments.	92.0	7.1	0.9
18. The student should be able to understand the relationship of satisfaction to successful achievement.	93.8	4.3	1.9
19. The student should understand the consequences of not working.	90.6	5.8	3.5

APPENDIX F (cont'd)

PARENT SURVEY RESULTS (Percentages)

	All Students	Students not continuing after High School	No Students
20. The student should be able to give several examples of good work habits, such as: being on time and planning one's work.	90.3	8.8	0.9
21. The student should realize that nationalism, or loyalty to one's country, can contribute to progress and growth of the people and the system.	90.5	6.3	3.2
22. The student should realize that changes in technology will affect his or her work and lifestyle.	89.3	9.6	1.2
23. The student should understand that wages and prices are tied closely together and that as one goes up, usually the other will follow.	90.1	8.0	1.9
24. The student should understand that the prices of products are determined by matching the amount supplied with the amount demanded.	92.2	6.3	1.4
25. The student should be able to add, subtract, multiply, divide and compute simple percentages to calculate change, wages, some taxes and handle a checkbook.	91.7	6.3	2.0
26. The student should be willing to learn new concepts and tasks.	91.7	6.8	1.4
27. The student should understand the need for using good grammar and spelling in order to communicate with others.	94.7	3.8	1.5

APPENDIX G

BUILDING LEVEL EDUCATOR SURVEY[1] (Percentages)

	All Students	Students not continuing after High School	No Students
1. The student should be able to apply decision-making steps to solve a personal problem and to make a career choice.	93.8	3.9	0.2
2. The student should realize the benefits gained from talking to parents, friends and neighbors about jobs.	92.2	5.0	0.6
3. The student should understand that many factors determine lifestyles, such as: income, culture, values and careers.	95.1	2.1	0.3
4. The student should understand the necessity of seeking out knowledge about the supply of and demand for occupations before making a career choice.	90.8	6.3	0.3
5. The student should be able to identify and locate information about jobs which will aid him or her in making a career choice, such as: availability, pay, location and openings.	89.6	8.4	0.0
6. The student should be able to find and talk to people who are working in the career area of his or her choice.	90.8	7.0	0.3
7. Given a sample employment application form, the student should be able to neatly and accurately fill in all blanks if possible.	92.5	4.2	0.2
8. The student should be able to identify accpetable and unacceptable job interview behaviors.	90.1	6.0	0.3
9. The student should understand that in order to become a manager or supervisor, it may be necessary to start at a lower level.	85.1	9.1	1.6

[1]Missing responses were not tabulated.

APPENDIX C (cont'd)

BUILDING LEVEL EDUCATOR SURVEY[1] (Percentages)

	All Students	Students not continuing after High School	No Students
10. The student should be concerned with the concept of quality in relation to a task or job.	90.4	5.0	0.2
11. The student should want to work for personal satisfaction and independence.	91.9	2.9	0.6
12. The student should realize that work has dignity.	91.1	4.7	0.2
13. The student should be able to recognize the degree to which he or she is able to interact with other people by working as a team member.	90.1	5.8	0.3
14. The student should display a positive attitude toward all individuals regardless of race, religion, sex, ethnicity or socio-economic status.	93.8	1.9	0.3
15. The student should be able to understand that there will be many instances in life when compromises will be necessary.	92.5	2.9	0.8
16. The student should understand that how he or she views himself "self-concept" influences his or her ability to succeed.	93.2	3.1	0.2
17. The students should understand that there are many situations in which it will be necessary to make adjustments.	94.7	3.1	0.2
18. The student should be able to understand the relationship of satisfaction to successful achievement.	90.9	6.2	0.5
19. The student should understand the consequences of not working.	92.7	4.5	0.5

[1]Missing responses were not tabulated.

APPENDIX G (cont'd)

BUILDING LEVEL EDUCATOR SURVEY[1] (Percentages)

	All Students	Students not continuing after High School	No Students
20. The student should be able to give several examples of good work habits, such as: being on time and planning one's work.	90.8	6.0	0.3
21. The student should realize that nationalism, or loyalty to one's country, can contribute to progress and growth of the people and the system.	89.8	3.9	3.1
22. The student should realize that changes in technology will affect his or her work and lifestyle.	90.3	6.6	0.6
23. The student should understand that wages and prices are tied closely together and that as one goes up, usually the other will follow.	89.5	7.0	1.1
24. The student should understand that the prices of products are determined by matching the amount supplied with the amount demanded.	88.8	7.3	1.0
25. The student should be able to add, subtract, multiply, divide and compute simple percentages to calculate change, wages, some taxes and handle a checkbook.	91.9	5.7	0.3
26. The student should be willing to learn new concepts and tasks.	90.4	6.5	0.2
27. The student should understand the need for using good grammar and spelling in order to communicate with others.	93.7	3.7	0.3

[1] Missing responses were not tabulated